Zhao & Breslow (2013) have defined a set of four models where Open Educational Resources can be of added value in formal educational settings. And Griffith (2013) came up with three ways in which MOOCs can be of use in formal educational settings.

In 2013, TU Delft did some pilots in this respect, mostly in the Replacement/Supplemental model of Zhao & Breslow (2013). For example, students collected a number of additional course materials to regular course contents, later offered to students taking the actual classes. On the other hand, this has led towards the teacher now actively seeking ways in which Open Educational Resources can provided better added value to students. In a second pilot Open Educational Resources have been collected to (1) address the great diversity of backgrounds (and accompanying knowledge gaps) before classes start and (2) facilitate students to add, share and discuss Open Educational Resources during classes. Finally Leiden University did a pilot with MOOC Model where students had to follow a MOOC offered by VanderBilt University, as replacement for the books used in the course.

Although these pilots have provided us with better insight into the potential added value of Open Educational Resources and teachers and students seem to be embracing the re-use of Open Educational resources in Formal Education, Shaffert & Geser (2008) among others point out, you cannot limit yourself towards course contents, but you need to also include a different student to content interaction. During OCW Global we will give more insight into the merits of this tool and its potential for learning in formal educational settings, and ultimately learning across the borders of formal institutional boundaries.

Abstract
Delft University of Technology has started small scale experiments with implementing Open Educational Resources in formal campus education in 2013. Results of the experiments vary, but seem to indicate the need for students to have an active role in their own learning process. The sudden selfregulated learning taking place in a facebook challenge around a coincidental ocurrence illustrates this and is backed by for example the vision of Sugata Mitra on learning. In 2014 TU Delft started using FeedbackFruits as a tool to support student-teacher/peer-to-peer and student to content interaction. During OCW Global we will give more insight into the merits of this tool and its potential for learning in formal educational settings, and ultimately learning across the borders of formal institutional boundaries.

Keywords
Place your keywords here.

General Format Guidelines
October 28th 2013. The Dutch national weather alert strikes code red due to heavy winds and storm coming. Facebook and Twitter timelines got flooded by pictures of fallen trees.

At one of TU Delfts campus buildings, notorious for being extremely windy all year around, has become a hazardous place for cycling students. And then… The sign warning students against this windy building breaks due to structural fatigue.

This situation proved to be the start of a very successful Facebook campaign where TU Delft students were challenged to calculate the wind speed at which the sign broke, creating a vibrant self organizing community of students tackling this challenge and learning together, reaching over 31,000 people via the social media platform.

Why is this anecdote relevant you ask? Since the beginning of the Open Education Movement in 2001, with MIT sharing all it’s course materials as OpenCourseWare, the focus has been aimed at increasing access of campus education, and in turn providing them with more access to high quality education(al materials). And the same goes for a lot of universities taking their first steps into Open Education.

But at the same time, on-campus education holds its own challenges. Especially in the Dutch Higher education system a lot of universities are struggling with study success rates. And thanks to the increasing amount of Open Educational Resources, OpenCourseWare and MOOCs, slowly we see the impact on Higher education taking shape. Education is unbundling, learners have their own needs and wants and are better able to aggregate their own learning paths.

Slowly the focus is shifting from sharing education(al materials) to external audiences towards experimenting with ways in which campus education can benefit from Open Education developments.

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In 2013, TU Delft did some pilots in this respect, mostly in the Replacement/Supplemental model of Zhao & Breslow (2013). For example, students collected a number of additional course materials to regular course contents, later offered to students taking the actual classes. On the other hand, this has led towards the teacher now actively seeking ways in which Open Educational Resources can provided better added value to students. In a second pilot Open Educational Resources have been collected to (1) address the great diversity of backgrounds (and accompanying knowledge gaps) before classes start and (2) facilitate students to add, share and discuss Open Educational Resources during classes. Finally Leiden University did a pilot with MOOC Model where students had to follow a MOOC offered by VanderBilt University, as replacement for the books used in the course.

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Models like reversed teaching are examples where TU Delft teachers applied this approach in formal educational settings. In addition to regular lectures, students received the assignment to look for Open Educational Resources on their own, and argue how they think the Open Educational Resources found relates to the lectures. But Youtube Fridays is a similar activity, applied in the Colorado School of Mines. And in the field of the Flipped Classroom many projects are carried out, where students in formal educational settings are activated to process educational contents actively, and use contact time more effectively.

These are initiatives where on micro level Teachers are experimenting with the re-use of Open Educational Resources in formal Educational settings. But when we go back to the initial example of the TU Delft Facebook Challenge, we see something else. We see informal self directed learning arising. Perhaps herein lies the next step. For to be able to make the ultimate use of the existence of Open Educational resources, we need to look into the foundations of Open Education. Students need to be activated and get a self directing role, where social interaction, knowledge creation, peer learning and sharing of learning experiences have an important role (Ehler, 2011). With his Hole in the Wall experiments Sugata Mitra showed that self organising learning can take place when we provide students with open, challenging exercises. And more-over, students need to be left alone, only encouraged and admired, and very interesting learning takes place.

Perhaps the time has come to experiment with Open Educational Practices, with respect to it’s potential to change Formal educational settings. In this light TU Delft will start experiments in 2014, where students of a multitude of technical disciplines will be challenged to take an active role in the learning process using, revising and remixing both Open and closed Educational resources with FeedbackFruits, a promising tool to encourage interaction among students,
between students and teacher and students and content. These experiments have lead to other Dutch Higher education institutions in the same region of TU Delft to experiment with this concept, stimulating interaction and cooperation among students and hopefully in the end among students from different institutions, transcending the boundaries of the institution, bringing together learners based on their personal learning needs and interests. During OCW Global we’d like to elaborate on the next steps in the exploration of TU Delft towards ways in which Open Educational Resources and Open Educational Practices can be of actual added value in formal educational settings and its place in the Open and Online Education strategy of TU Delft for the coming years.


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